



PE, Art, Music, PAL and CCA Curriculum Briefing

Mission

*Nurturing Every Child in a Vibrant and Caring Environment
where Talents Blossom*



Physical Education and Sports Development Framework

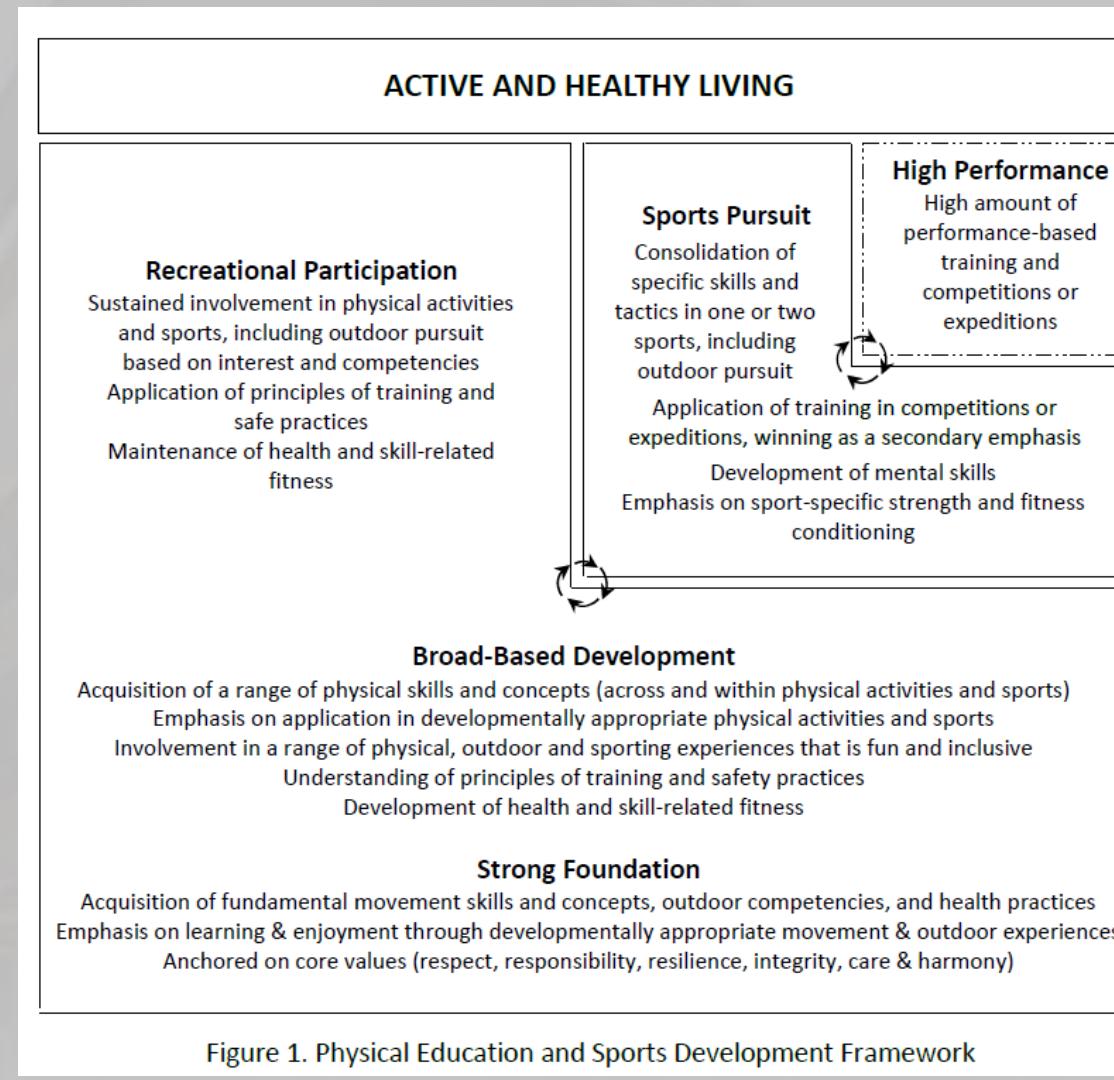
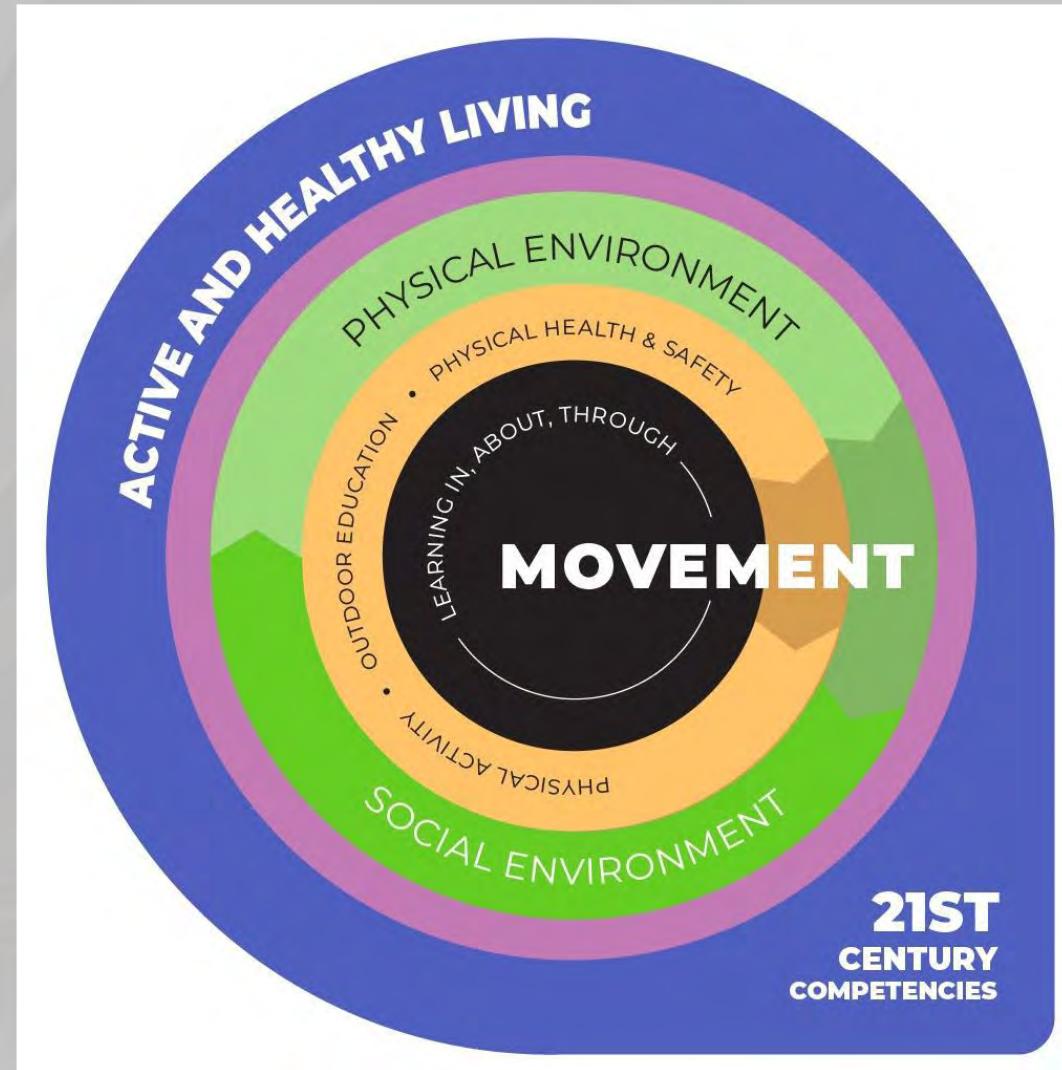


Figure 1. Physical Education and Sports Development Framework



Physical Education Curriculum Framework





Learning Areas of PE

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none">• Athletics• Dance• Games and Sports• Gymnastic• Swimming	<ul style="list-style-type: none">• Movement Skills and Concepts• Safety Practices
Outdoor Education		<ul style="list-style-type: none">• Outdoor Living• Sense of Place• Risk Assessment and Management
Physical Health and Safety		<ul style="list-style-type: none">• Physical Fitness• Safety and Risk Management• Nutrition• Personal Hygiene and Self-Care

Table 1. Learning Area, Content Area and Strand at the Primary Level



Physical Education in Junyuan

Athletics



Dance



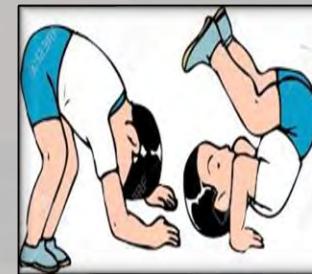
Games & Sports



Health education



Gymnastics



Outdoor Education



Swimming

PE Learning Outcomes

Dance

Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)



Outdoor Education

Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.

Games and Sports

Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.

Gymnastics

Directional motor skills:

Move forward, backward, sideways, maintaining safe distance.



Directional motor skills



Dribbling



Outdoor Education Framework



PRIMARY 2 – OUTDOOR EDUCATION

Theme: Discovering my school

Students discover and make connections to the different places within the school compound safely. Learning opportunities are provided for students to stay present in and with places around them.

Strand	Learning Outcome
Outdoor living	<ol style="list-style-type: none">Undertake different routes and move towards the prescribed landmark using auditory cues, visual aids, or personal stories.
Sense of place	<ol style="list-style-type: none">Know the people in the school and the roles they play.Tell stories of a place in the school that one has a personal connection with.Demonstrate environmentally sustainable practices when exploring the school.
Risk assessment and management	<ol style="list-style-type: none">Identify potential weather hazards including rain, lightning, heat, wind, solar ultraviolet radiation, and haze during an outdoor activity.Identify possible risks associated with the weather hazards.Suggest suitable approaches to manage the risk associated with weather hazards.



JUNYUAN PRIMARY SCHOOL

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Grow Well SG

Junyuan Primary School
Health Plan Journey





Grow Well SG

Grow Well SG is a multi-agency national health promotion strategy that focuses on early intervention in five key areas to shape healthy habits from young

1



Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2



Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4



Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



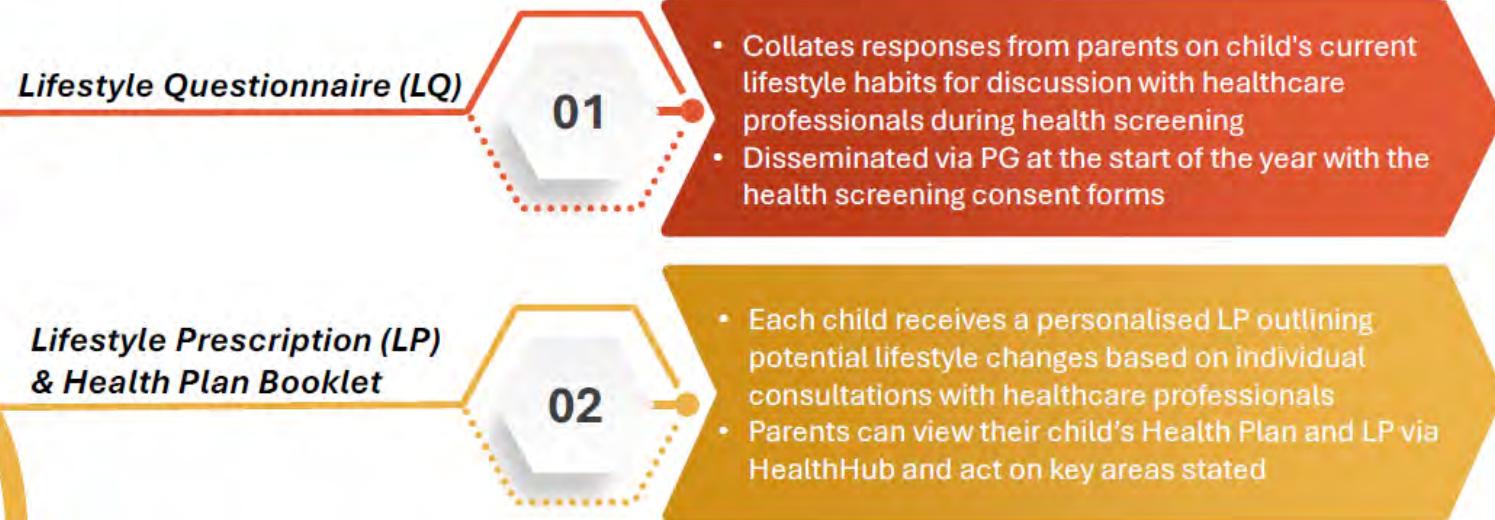
Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.



Health Plan for Every Child

The Health Plan comprises 4 key aspects.



These are the 2 parts of the Grow Well SG process that parents are involved in:

- Providing information of child's health habits
- Receiving individualized Health Plan after School Health Check

Lifestyle Questionnaire (LQ)

01

- Collates responses from parents on child's current lifestyle habits for discussion with healthcare professionals during health screening
- Disseminated via PG at the start of the year with the health screening consent forms

Parents providing information of child's health habits

[IMPORTANT] Complete Consent for Health and Dental Screening

8 JAN 2026, 1:11PM • 1



DETAILS

Dear Parents,

The Health Promotion Board (HPB) will be visiting your child's school for the yearly health and dental screenings.

As part of the Grow Well SG (GWSG) initiative, your child will receive a Health Plan as part of HPB's screening. This plan will include personalised lifestyle advice tailored to your child's interest and habits, based on both the health screening and the Child Lifestyle Questionnaire you complete.

The Health Plan initiative started with P1-P3 students from 2025 and will be extended to P4-P5 students from 2026.

You can find details in the letter attached below.

Your Consent is Needed



Consent Portal

Government officials will **NEVER** ask you to transfer money or disclose bank log-in details over a phone call. Call the 24/7 ScamShield Helpline at 1799 or visit scamshield.gov.sg if you are unsure if something is a scam.

School Health and Dental Services

The Health Promotion Board's School Health and Dental Services provide health screening¹, immunisations² and basic dental services for school-going children. To allow us to provide these services to your child, we will require your consent.

Information you will need to give consent



- ✓ Child/ ward/ student's birth certificate, NRIC or FIN number
- ✓ Medical conditions
- ✓ Medications
- ✓ Allergies
- ✓ Past vaccination records

Note: For first-time users, this form may take up to 20 minutes to complete.



Please login using your Singpass to give consent

Lifestyle Prescription (LP) & Health Plan Booklet

CONFIDENTIAL

SCHOOL HEALTH SERVICE
Youth Preventive Service Division



HEALTH PLAN

Name:
BC/NRIC/FIN.

Date of Assessment: 20/01/2025

Lifestyle Prescription:

Dear Parent,

He is keen to try out the following lifestyle changes:

- Physical Activity: In addition to his current activities, he would like to play badminton/go to the playground regularly, for an extra 1 day a week for 60 minutes per session. Regular exercise can improve strength, memory and thinking.
- Sweet drinks: He is keen to cut down his intake of sweet drinks to 2 days a week. Limiting his sugar intake and having a well-balanced diet can improve his attention in class and support his growth.
- Sleep: In addition, to help him grow well and concentrate in class, he should try to have at least 9 hours of sleep every night. Try to avoid screen use 1 hour before his bedtime for quality sleep.

These habits are important for your child's overall well-being and development. Your support and encouragement play a crucial role in helping him stay consistent with these changes. Let's cheer him on!

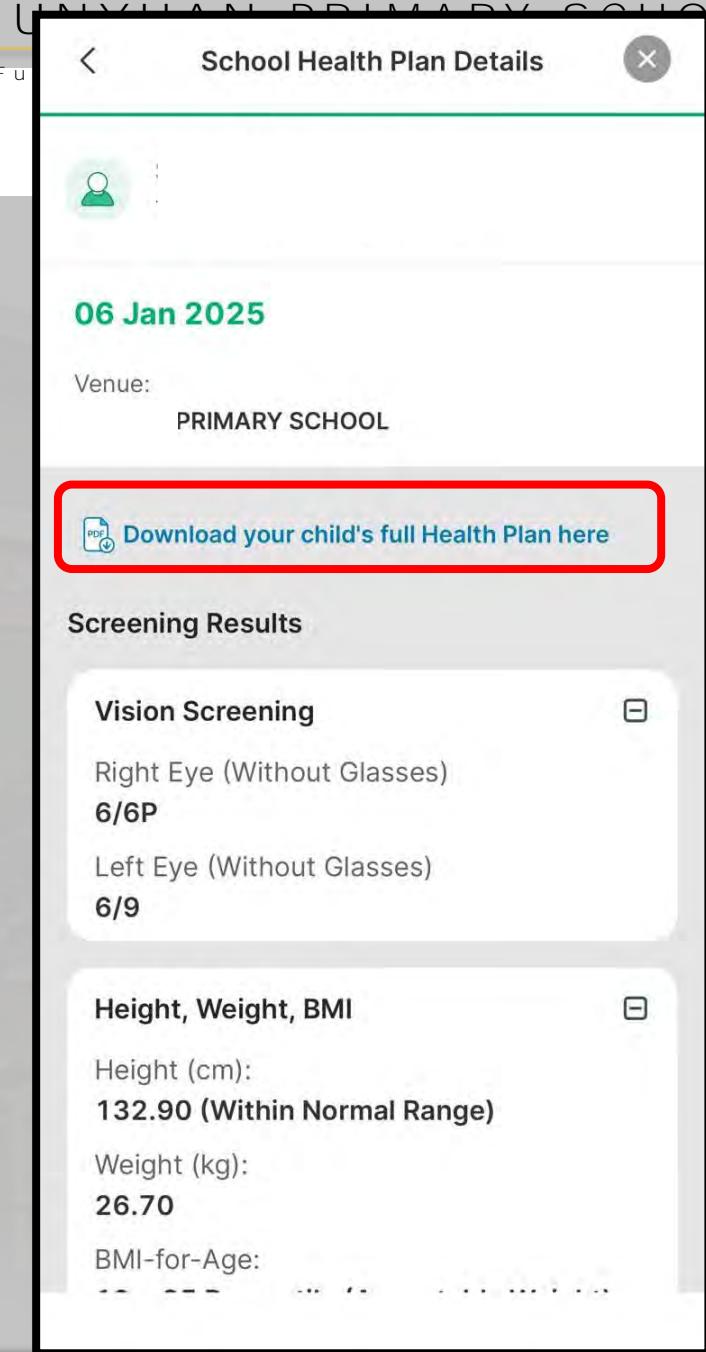
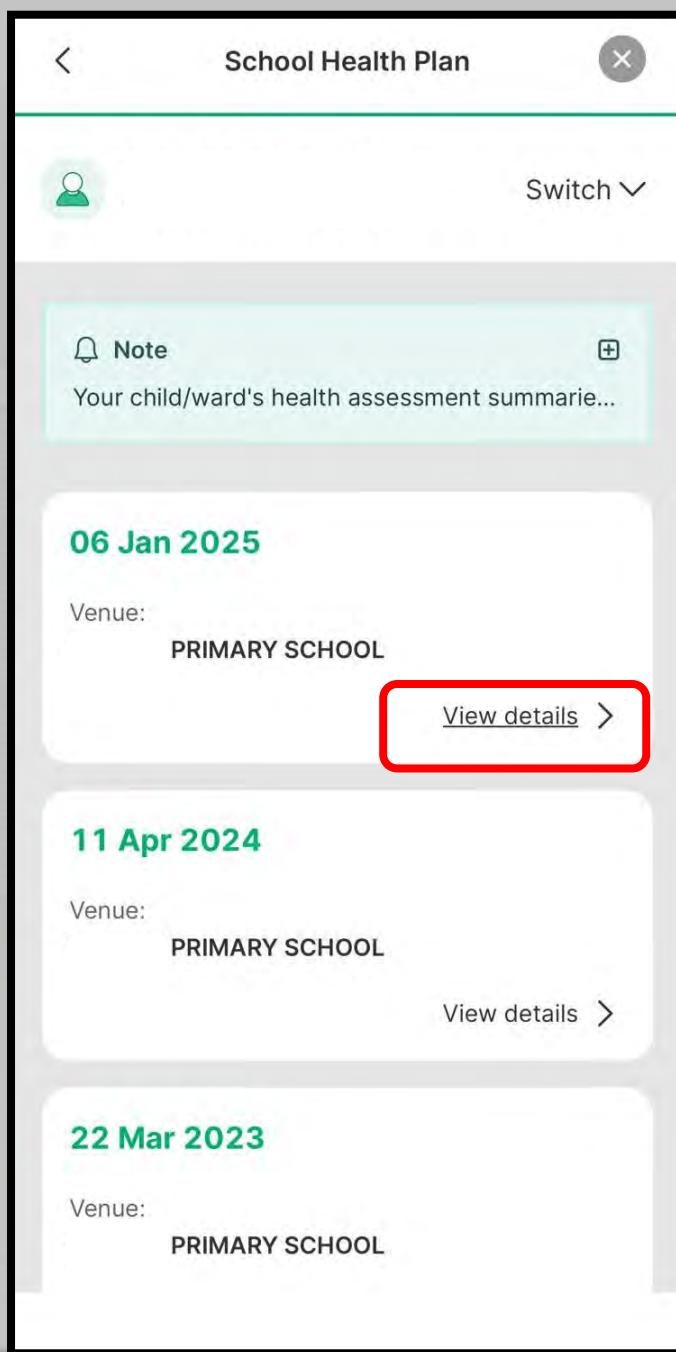
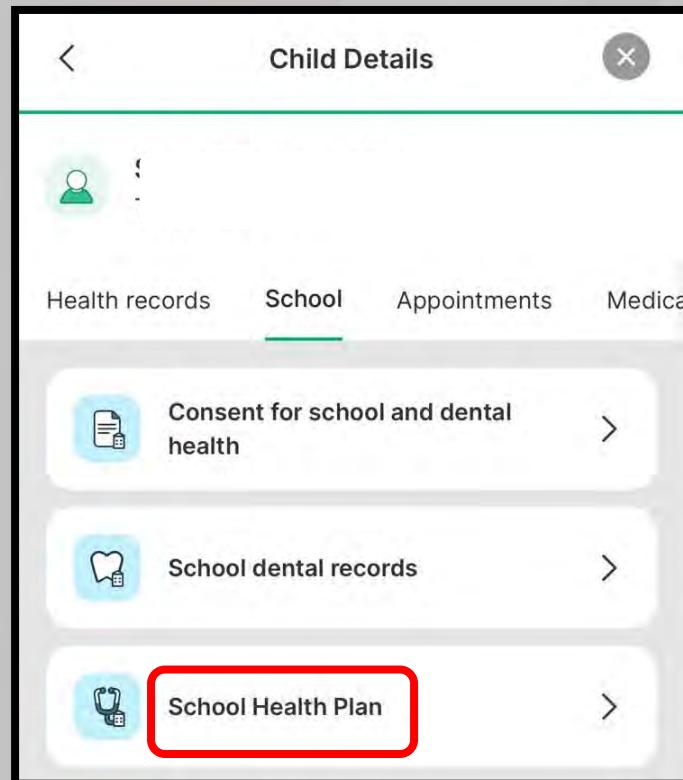
Note: If your child is on follow-up for any medical condition or allergy, do check in with your doctor to ensure the above are safe for him to do so before starting lifestyle changes.

02

- Each child receives a personalised LP outlining potential lifestyle changes based on individual consultations with healthcare professionals
- Parents can view their child's Health Plan and LP via HealthHub and act on key areas stated

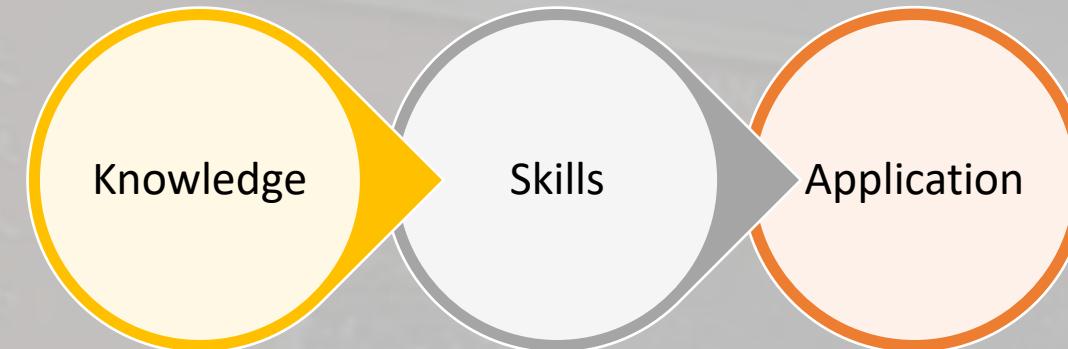
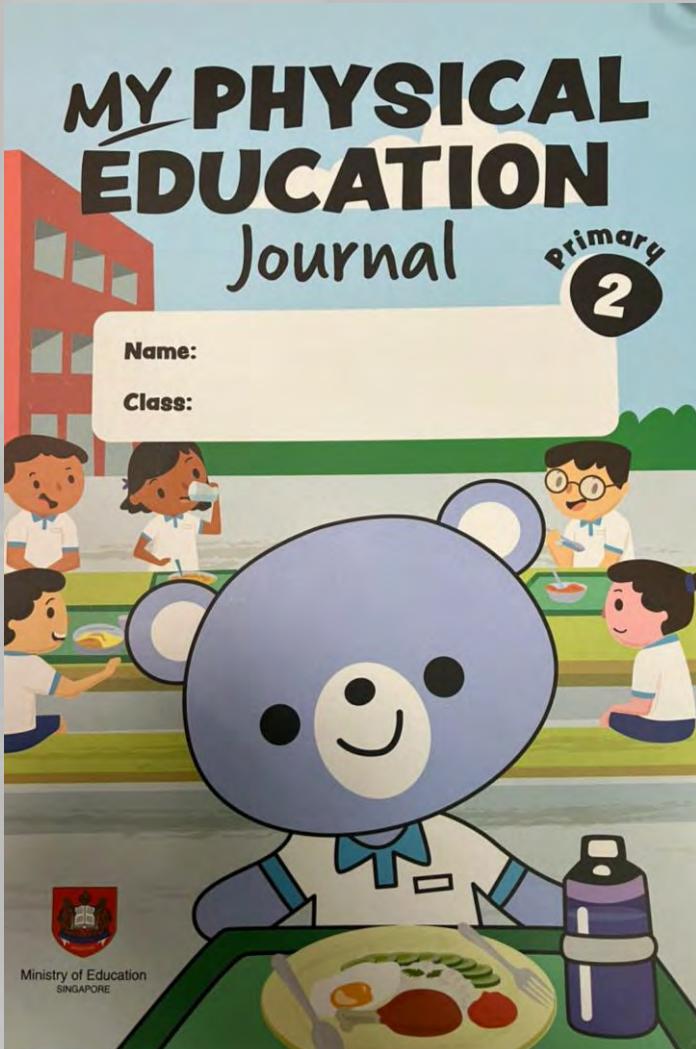
Parents receiving individualized
Health Plan after School Health
Check

Retrieve Health Plan through Health Hub App





My Physical Education Journal





CONTENTS

Active and Healthy Living

- 2-7 Taking Care of Your Well-being ① ② ③
- 8-16 Making Healthier Food Choices ① ② ③

Safety for Self and Others

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Joy of Physical Activity

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Family Time

Family Time

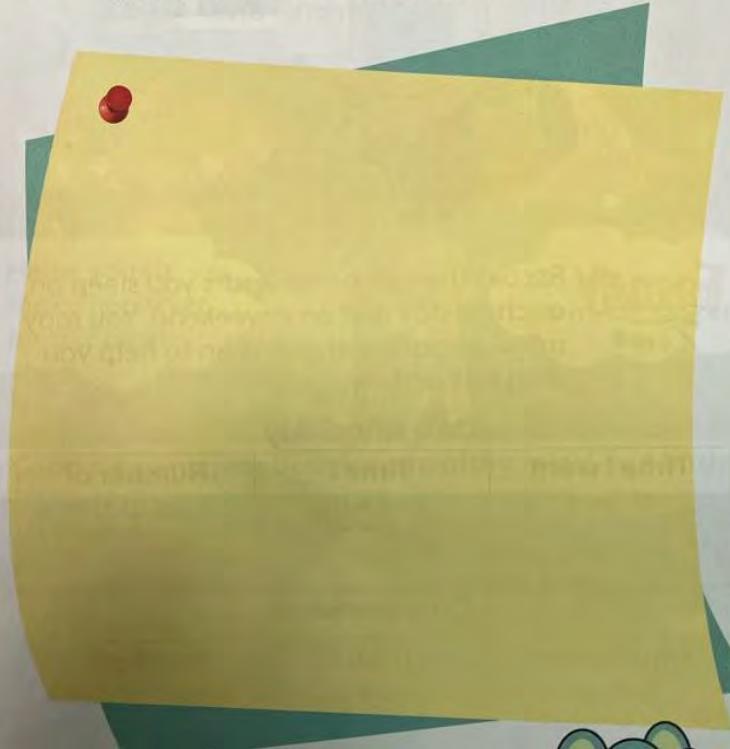
Do you know how much water you drink in a day? Partner with a family member to record the amount of water both of you drink over three days.

Me			My _____ (a family member)		
Day 1	Day 2	Day 3	Day 1	Day 2	Day 3
					
					
					
					
					
					
					
					
					

Legend: 1  = 250 ml of water

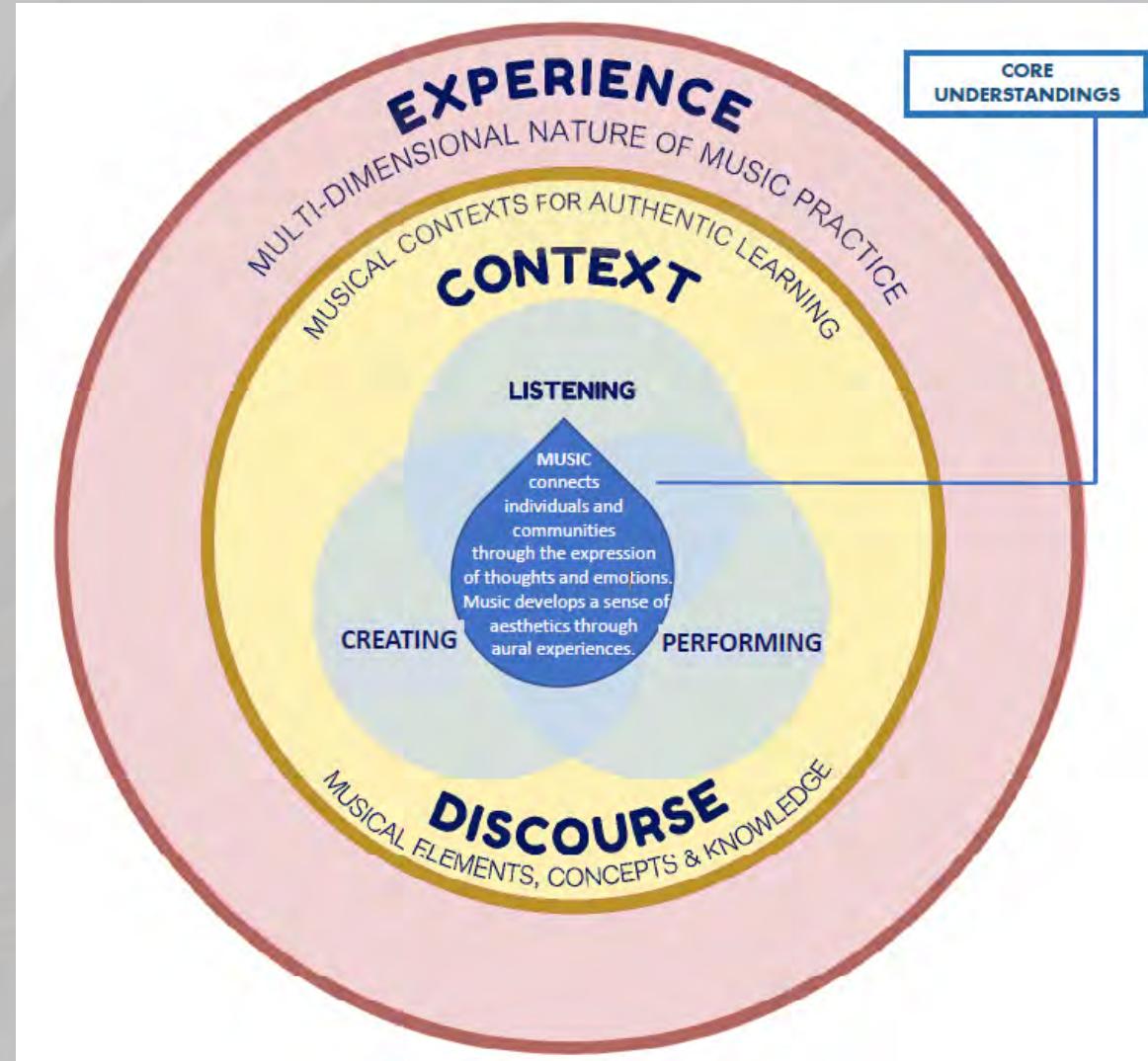
Parent's / Guardian's Signature: _____

What physical activities would you like to do with your family in the coming week? Write a few examples below.





Music Curriculum





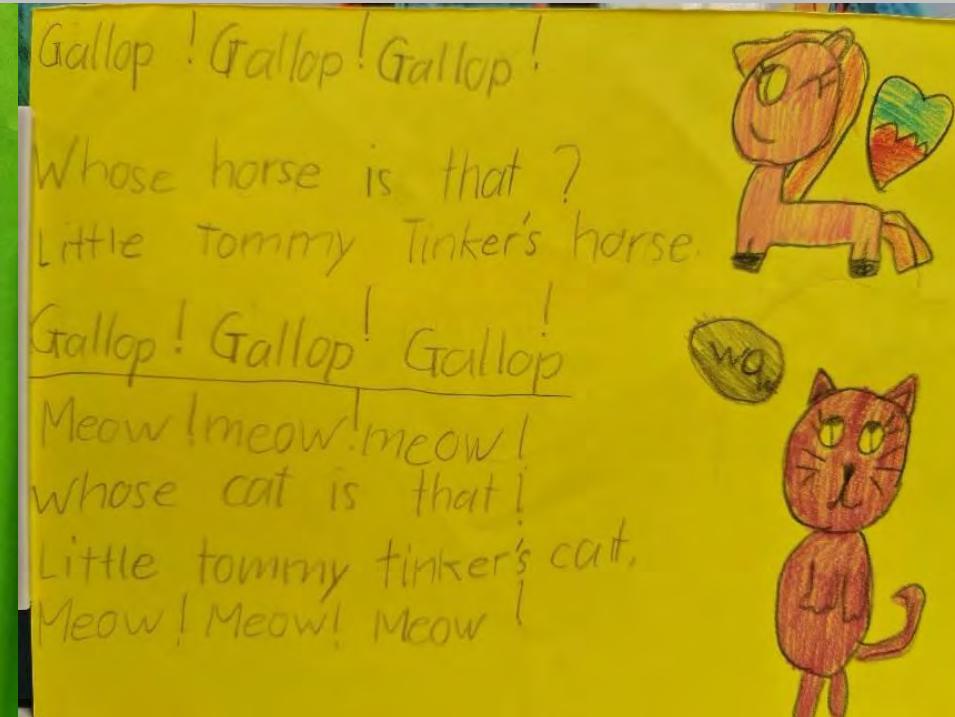
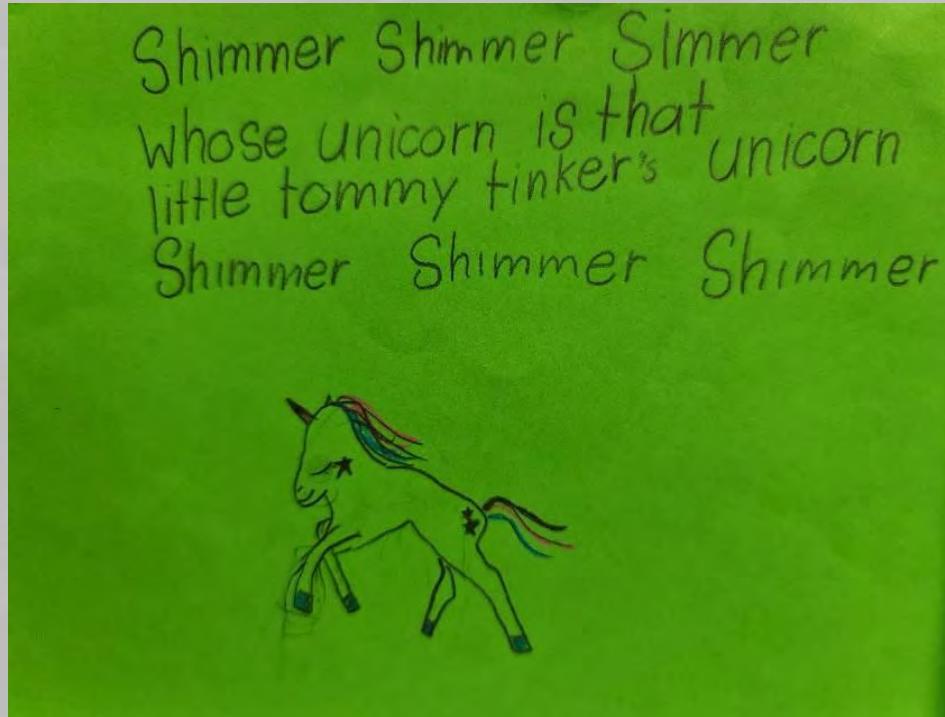
Music

Learning Outcomes of Listening, Creating and Performing

1	LO1 Listen and Respond to Music LO1 seeks to enable students to actively listen to experience and explore how music from a range of cultures and genres can convey ideas, experiences and emotions. At the primary level, students build their foundation in listening skills through active listening.
2	LO2 Create Music LO2 seeks to harness and develop students' innate creativity within the context of music. Through improvising, composing and other ways of creating, students learn to communicate their ideas in and through music, build their expressive skills and develop their unique personal voice.
3	LO3 Perform Music LO3 provides experiential means through singing and instrumental playing for students to interact with a wide variety of repertoire to deepen their understanding of the characteristics of music. It would also be important to have opportunities for students to perform individually as well as in collaboration with others in an ensemble in class or as part of a community.

LO 2

Create Music in both vocal and instrumental settings,
individually and collaboratively

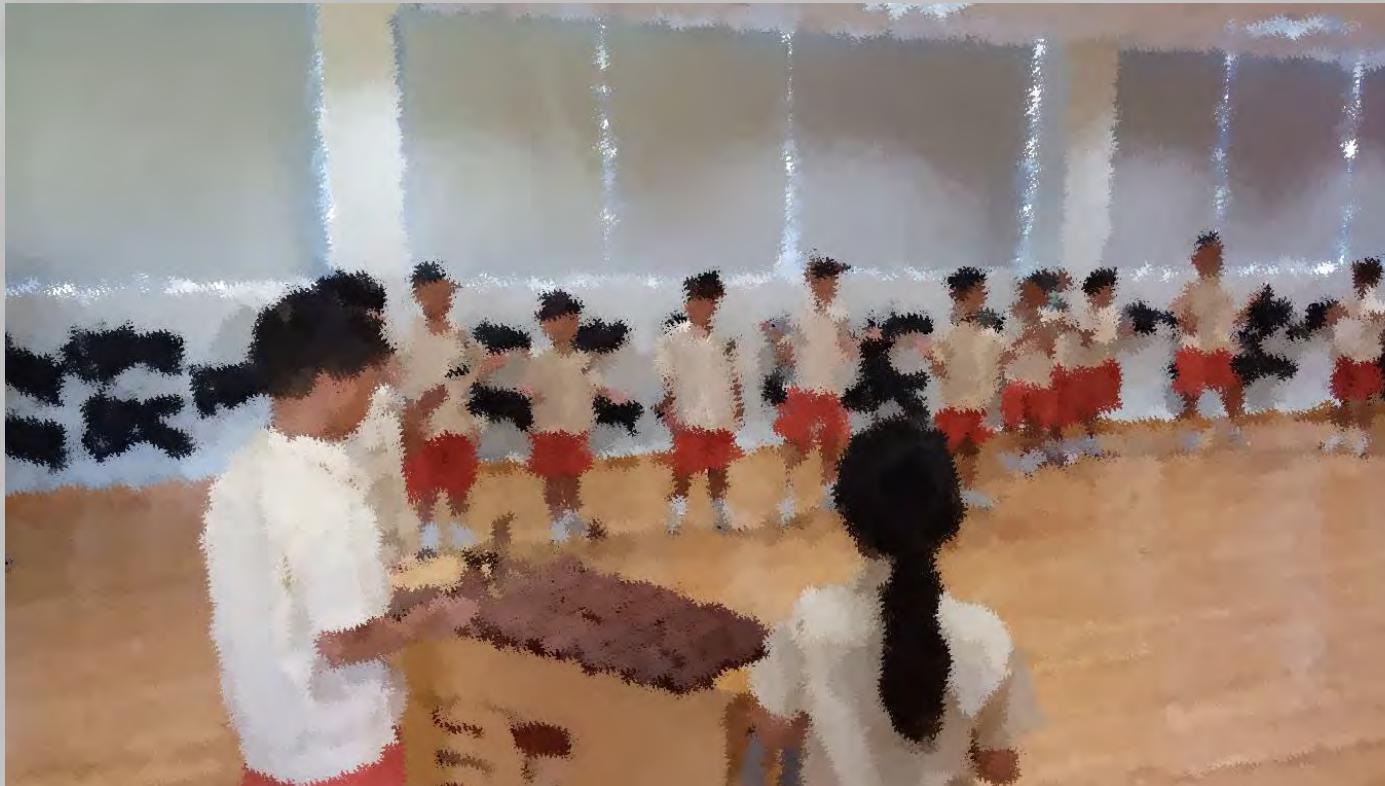




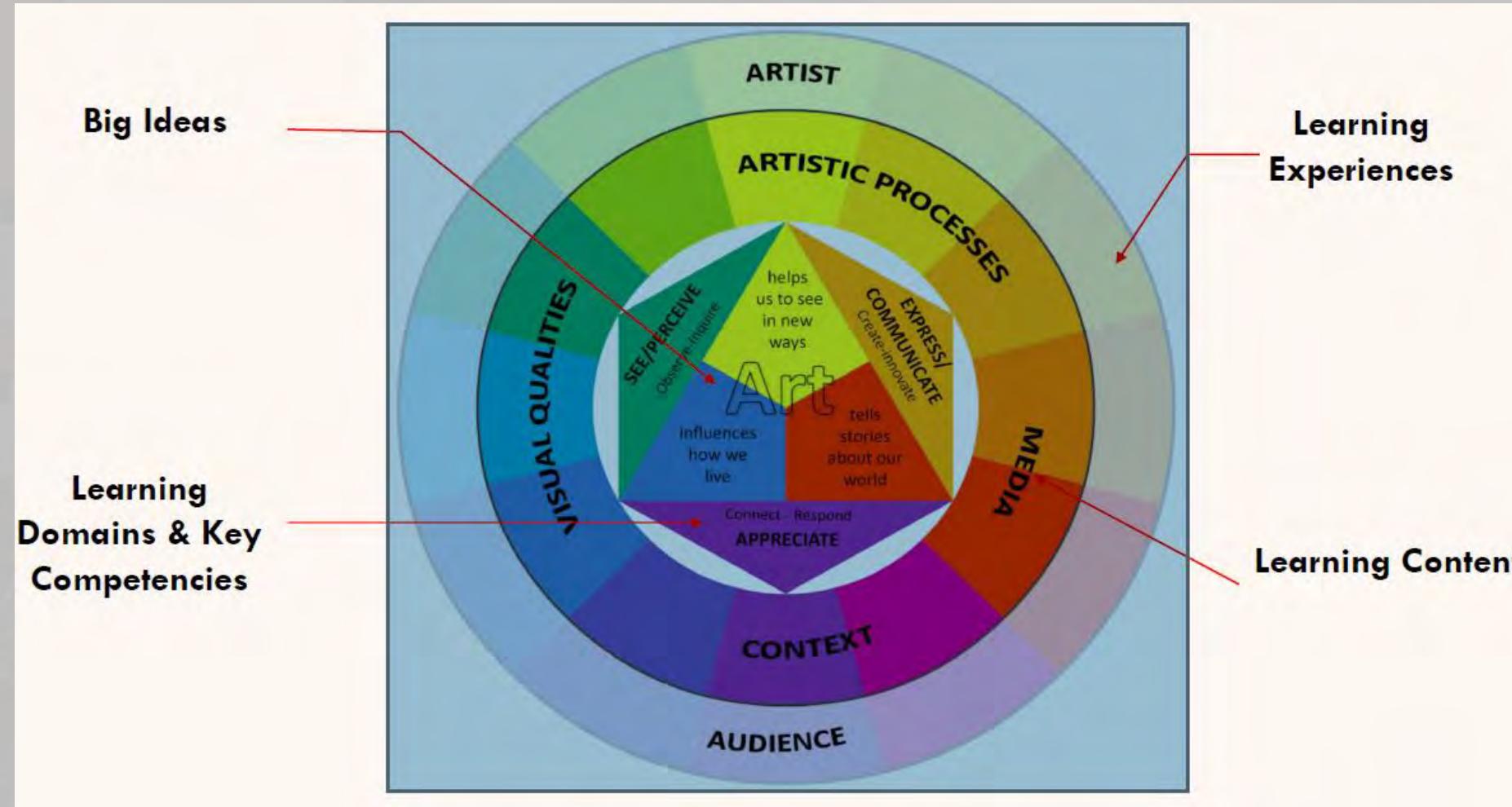
LO 3

Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively:

- A. Sing
- B. Play Instruments



Art Framework





Art Learning Outcomes

Domain: See

Competencies: Observe – Inquire

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation

Domain: Express

Competencies: Create – Innovate

LO4: Play with a variety of materials and tools to make art

LO5: Share their imagination, thoughts and feelings through art making

Domain: Appreciate

Competencies: Connect – Respond

LO6: Show interest in looking at a variety of artworks

LO7: Talk about what they see, feel and experience using art vocabulary

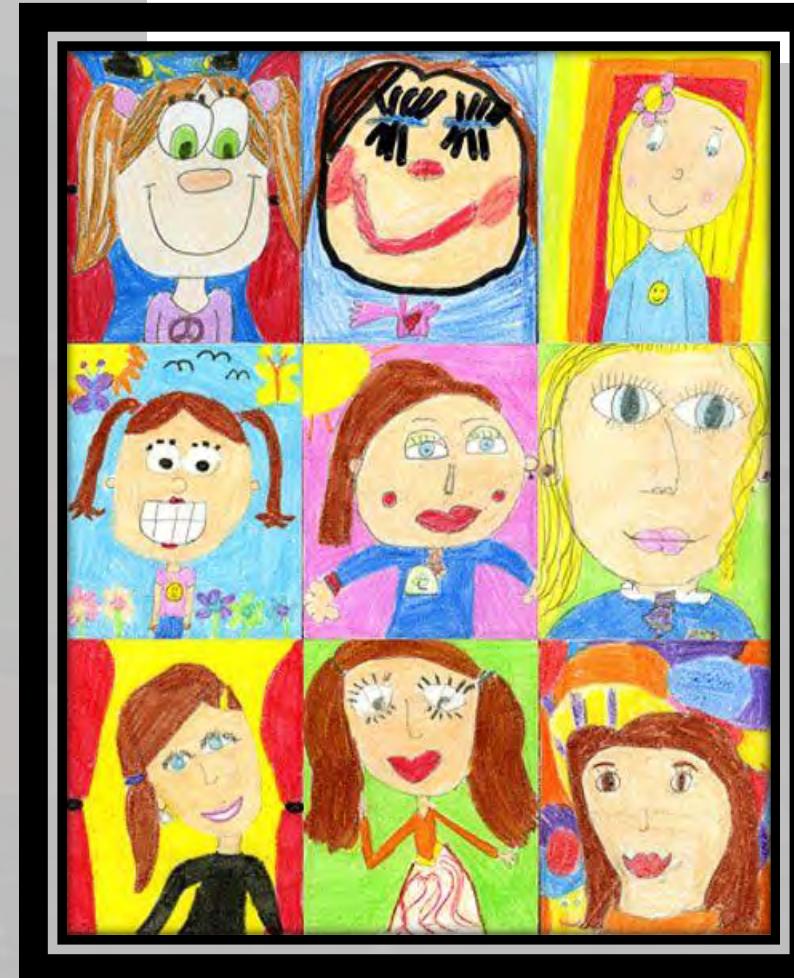
Domain: See

Competencies: Observe – Inquire

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation



P1 Self Portrait

Domain: Express

Competencies: Create – Innovate

LO4: Play with a variety of materials and tools to make art

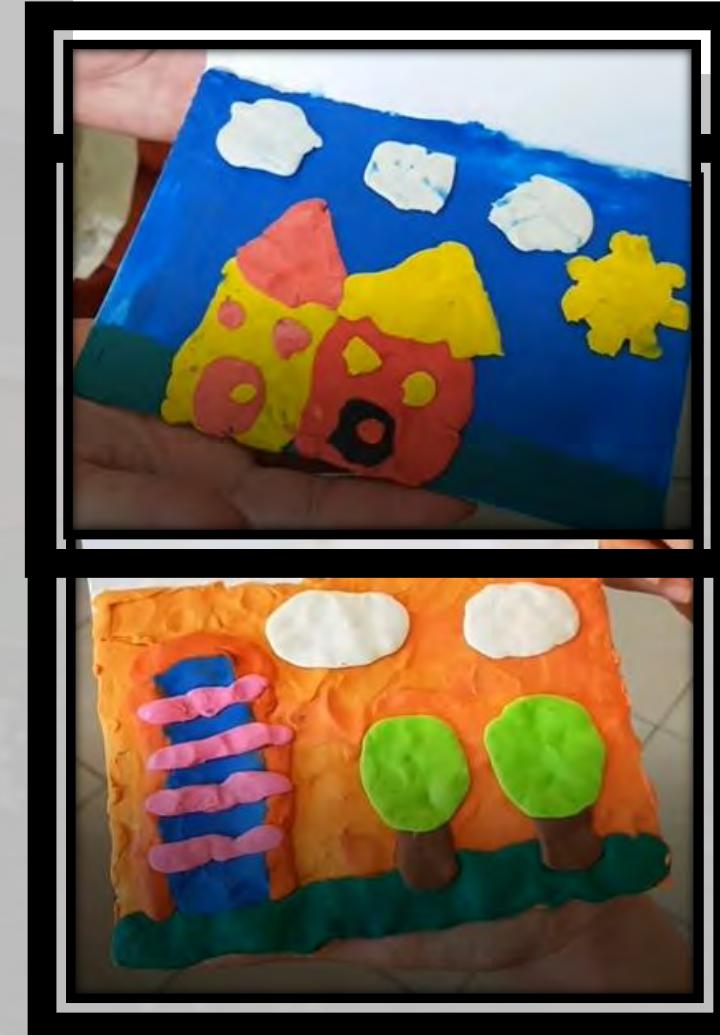
LO5: Share their imagination, thoughts and feelings through art making

Domain: Appreciate

Competencies: Connect – Respond

LO6: Show interest in looking at a variety of artworks

LO7: Talk about what they see, feel and experience using art vocabulary



Creating Art pieces using Clay



Art Learning Outcomes

Primary 2 Semester 1 Learning Outcomes	Exceeding	Competent	Developing	Beginning
	Descriptors	Descriptors	Descriptors	Descriptors
SEE				
Identify simple visual qualities (texture, form, etc) in what they see around them	Able to effectively explain and make inferences from the visual qualities that they see	Able to describe and make inferences from the visual qualities that they see	Able to describe some simple visual qualities that they see	Able to describe limited simple visual qualities that they see
Ask questions about what they see	Able to ask relevant questions about what they see all the time	Able to ask relevant questions about what they see most of the time	Able to ask relevant questions about what they see occasionally	Able to ask relevant questions about what they see rarely



Art Learning Outcomes

EXPRESS				
Draw from their imagination and observation	Able to draw from their imagination and observation all the time	Able to draw from their imagination and observation most of the time	Able to draw from their imagination and observation some of the time	Rarely able to draw from their imagination and observation
Play with a variety of materials and tools to make art	Students play and independently explore the use of a variety of tools and materials presented to them to make art	Students play and explore the use of the range of tools and materials presented to them to make art with some help from the teacher	Students play and explore the use of the tools and materials presented to them to make art with lots of help from the teacher	Students play and explore the use of the tools and materials presented to them to make art with help from the teacher all the time

P2 - AMIS Art Programme (Plush Art)

- Students will create plush toy inspired by the artwork, We are Family (2014) by Vicente Delgado.



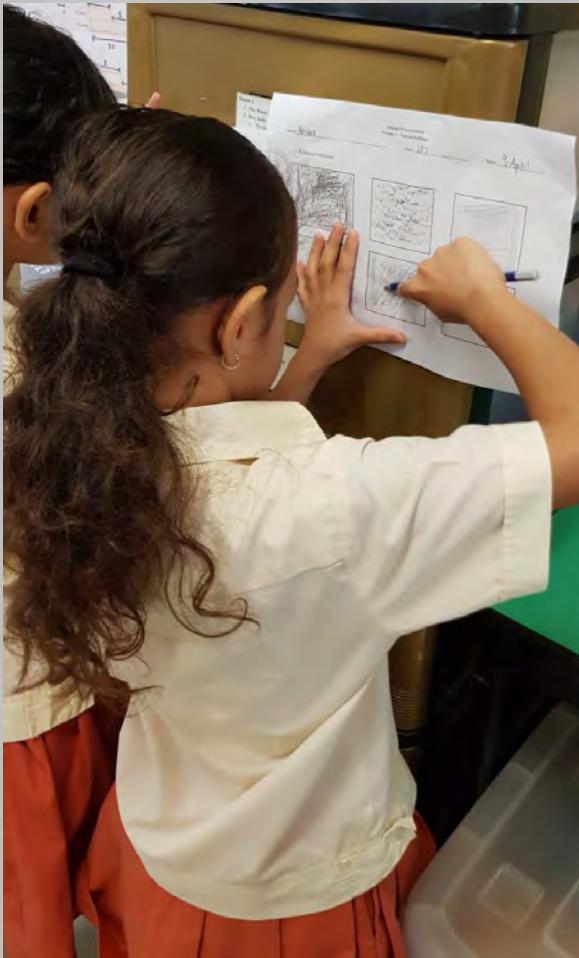


Create a hanging mobile of your friend's face.



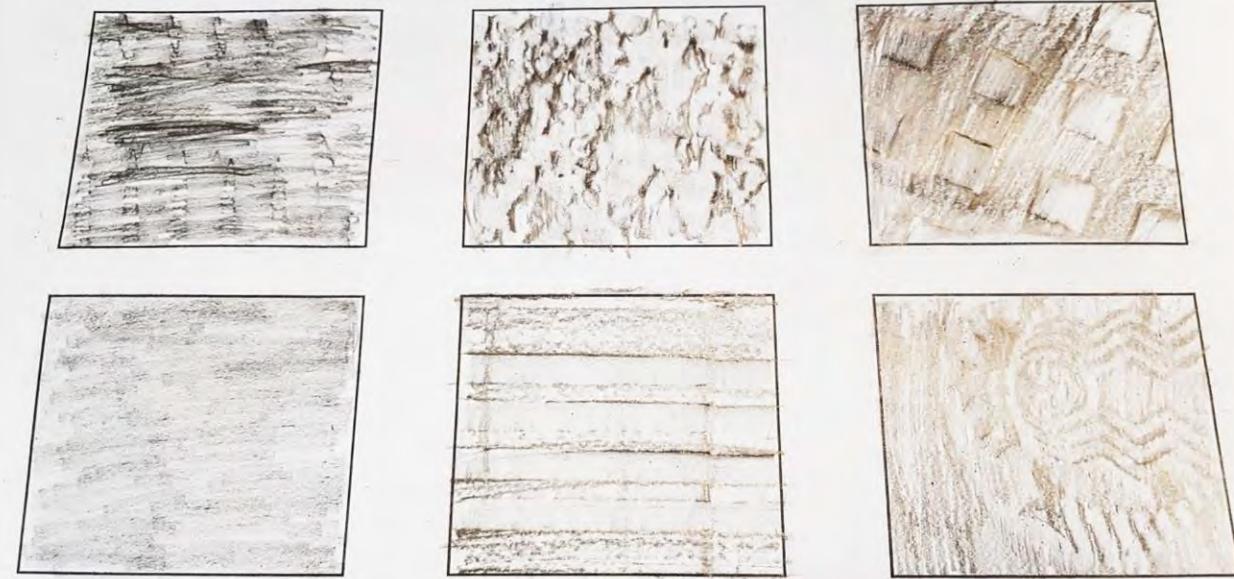
Exploring side profiles

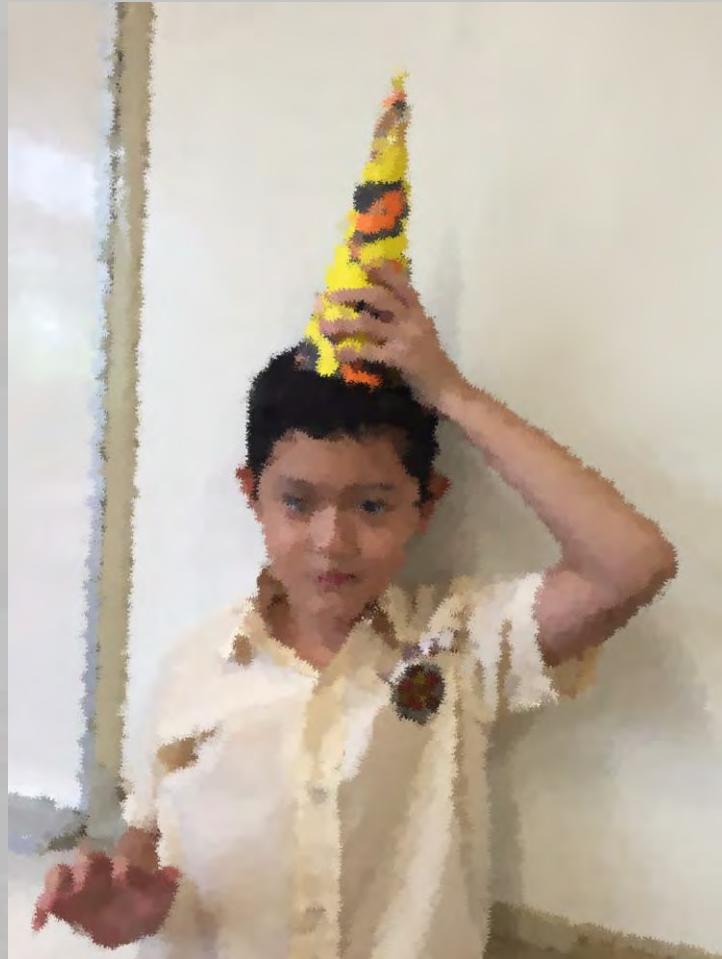




Textured Rubbing

Rubbed textures





Animal patterns



Leopard



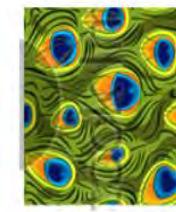
Zebra



Snake



Turtle



Peacock



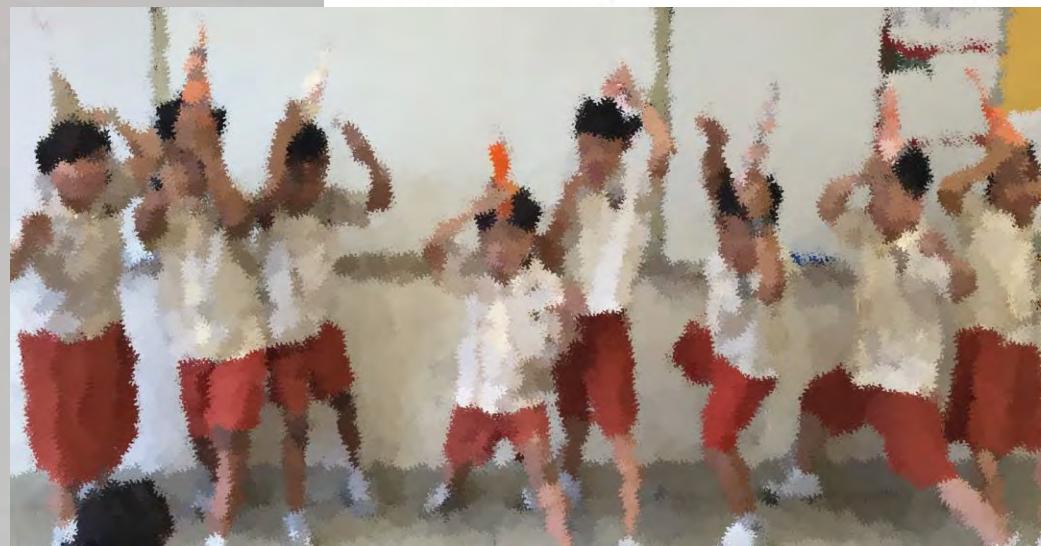
Elephant



Giraffe



Tiger





Programme for Active Learning (PAL)

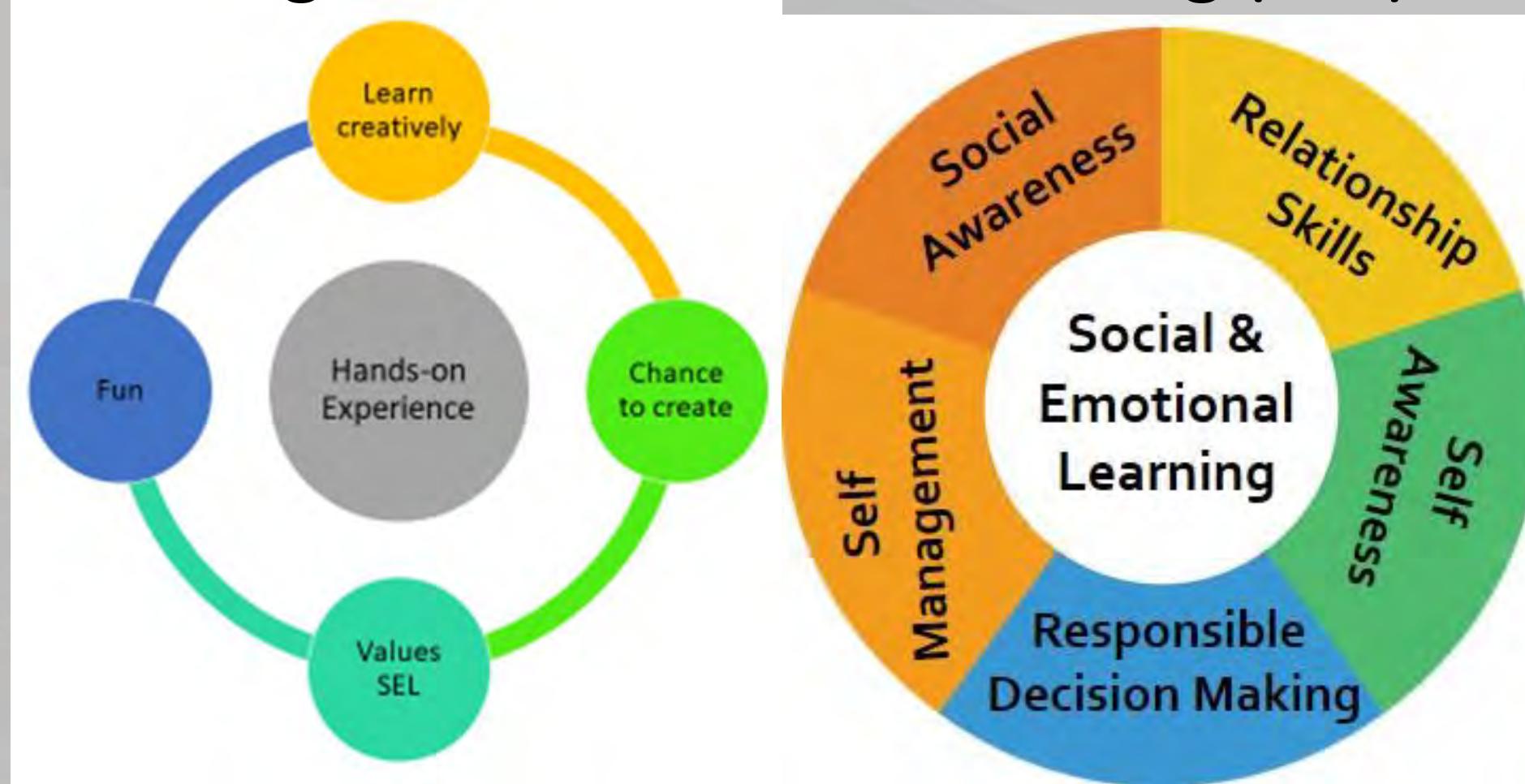
Confidence

Cooperation skills

Curiosity



Programme for Active Learning (PAL)





Programme for Active Learning (PAL)

Performing
Arts

Outdoor
Education

Visual Arts

Sports &
Games

Coding



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Coding for P2 PAL

Lesson 4: Maze: Sequence 1 MORE

Instructions: Can you make me move West to get to the pig?

Blocks: when run ▶, N ↑, S ↓, E →, W ←

Workspace: 1 / 3 blocks

Run

Need help? See these videos and hints

Maze Sequencing Intro



Happy Maps Worksheet

Red wants to catch the Bad Green Pig.

Help guide Red to Pig by drawing arrows in the squares.





Co-curricular Activities (CCA)

- *Co-curricular Activities*
- *Part of the primary school curriculum*





CCAs

Physical Sports Group ▾

Visual & Performing Arts Group

Uniformed Groups ▾

Clubs and Societies ▾



CCA Policy

1. Objectives of Co-Curricular Activities (CCA) in JYPS

To promote the discovery of interests through exposure and talents in specialization.

Our Physical Sports CCA groups develop resilience, fair play and team spirit in students through developing their sports-specific skills so that they can appreciate and enjoy playing the game. They will also have the opportunity to train and condition themselves towards competitive play in the annual National School Games.

Our Visual and Performing Arts groups instill in our students a sense of graciousness and an appreciation for the rich culture and heritage of our multi-racial & multi-cultural society.

<https://www.junyuanpri.moe.edu.sg/cca/CCAs/>



Choices of CCAs offered in Junyuan

Physical Sports Groups

[Floorball](#)

[Volleyball](#)

[Taekwondo](#)

[Tchoukball](#)

Visual and Performing Arts Groups

[Chinese Dance](#)

[Malay Dance](#)

[Modern Dance](#)

[Music Interest Club](#) ↗

[Visual Art Club](#) ↗

Uniformed Groups

[Scouts](#)

Clubs and Societies

[Drama Club](#)

[Info Comm Club](#)

[Environment Club](#)



Why join a CCA?

- *To promote the discovery of interests through exposure and talents in specialization.*





When does CCA start?

P1	P2	P2	P3	P3	P4	P5	P6	P6
<p>No CCA as PAL will allow them to be exposed to all domains of CCA</p>			<p>In May (Term 2), P3 will select their CCA</p>	<p>After June holidays (Term 3), P3 pupils will start to join their allocated CCA</p>		<p>CCA</p>		<p>Stand down from CCA</p>

CCA days are on Mondays and/or Fridays from 2.00 - 3.30 p.m.



When can my child choose and join a CCA?

Primary Three

Term 1 Week 5 - 9	Term 2 Week 1 - 2	Term 2 Week 7	Term 3 Week 1
CCA Experience	CCA Selection		CCA starts
Choose a CCA to experience/try out	Choose a CCA to join (4 options) Assigning to a CCA based on 1st 2 options	CCA sessions may start (depending on CCA)	<u>All CCAs</u> will start



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Thank you